

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Simsbury High School Simsbury School District

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School Information

Grade Range	9-12
Enrollment	1,450

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	692	47.7	48.1
Male	758	52.3	51.9
American Indian or Alaska Native	0	0.0	0.0
Asian	71	4.9	5.9
Black or African American	72	5.0	5.4
Hispanic or Latino	55	3.8	5.5
Pacific Islander	0	0.0	*
Two or More Races	10	0.7	*
White	1,242	85.7	81.6
English Language Learners	8	0.6	1.0
Eligible for Free or Reduced-Price Meals	119	8.2	9.5
Students with Disabilities ¹	166	11.4	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	63	9.2	9	1.3
Male	47	6.3	18	2.3
Black or African American	7	9.6	8	10.8
Hispanic or Latino	*	*	*	*
White	97	7.9	14	1.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	17.8	13	10.0
Students with Disabilities	25	16.4	10	6.0
School	110	7.6	27	1.8
District		5.3		1.8

Number of students in 2013-14 qualified as truant under state statute: 29

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	98.0
Paraprofessional Instructional Assistants	7.1
Special Education	
Teachers and Instructors	13.1
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	10.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	3.4
Counselors, Social Workers and School Psychologists	11.1
School Nurses	2.8
Other Staff Providing Non-Instructional Services/Support	51.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	3	2.0	1.0
Black or African American	1	0.7	0.7
Hispanic or Latino	1	0.7	0.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	146	96.7	97.8

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.1	7.2

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	986
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:32 AM
End Time	02:10 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	18	72.0
Hispanic or Latino	9	*	14	*
White	239	75.4	279	89.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	68.0	31	81.6
Students with Disabilities	22	75.9	21	65.6
School	269	74.5	325	88.6
District		74.3		84.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	18	60.0
Emotional Disturbance	7	*
Intellectual Disability	0	0.0
Learning Disability	56	84.8
Other Health Impairment	33	67.3
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	116	69.8
District		74.9

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	17	*	17	*	20	80.7
Black or African American	*	*	*	*	22	60.3
Hispanic or Latino	14	*	14	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	298	86.4	298	76.7	314	76.1
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	*	17	*	26	58.0
Not Eligible for Free or Reduced-Price Meals	323	86.4	323	77.0	342	76.8
Students with Disabilities	34	60.1	34	48.6	52	56.4
Students without Disabilities	306	88.0	306	78.7	316	78.6
High Needs	48	63.1	48	51.5	72	59.4
Non-High Needs	292	88.8	292	79.7	296	79.4
School	340	85.2	340	75.7	368	75.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	85.5	304	85.5
Curl Up	N/A	N/A	N/A	96.7	304	96.7
Push Up	N/A	N/A	N/A	88.2	304	88.2
Mile Run/PACER	N/A	N/A	N/A	75.7	304	75.7
All Tests - School	N/A	N/A	N/A	66.4	304	66.4
All Tests - District	50.5	51.1	64.0	66.4		58.3

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14			2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target ³ (%)
Black or African American	*	*	.	.
Hispanic or Latino	*	*	.	.
English Language Learners	*	*	.	.
Eligible for Free or Reduced-Price Meals	32	87.5	.	.
Students with Disabilities	41	85.4	.	.
School	387	96.9	.	.
District		94.5	94.0	Yes
				94.0

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	91.9	257	74.7
Male	87.2	272	70.8
Black or African American	68.6	*	*
Hispanic or Latino	*	13	41.9
White	91.3	477	75.8
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	68.3	22	34.9
Students with Disabilities	*	7	*
School	89.4	529	72.7
District	87.7		71.0

⁴College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.
Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	90.7	95.2
Male	83.2	94.9
Black or African American	*	*
Hispanic or Latino	*	*
White	87.0	94.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	70.6	84.6
Students with Disabilities	82.1	89.6
School	86.8	95.0
District	86.8	95.0

⁶College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁷College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	85.2	75	100.0	100	100.0	67.9
	High Needs Students	63.1	75	84.1	100	84.1	56.7
Math Performance Index	All Students	75.7	75	100.0	100	100.0	59.3
	High Needs Students	51.5	75	68.7	100	68.7	47.8
Science Performance Index	All Students	75.5	75	100.0	100	100.0	56.5
	High Needs Students	59.4	75	79.2	100	79.2	45.9
Chronic Absenteeism	All Students	7.6%	<=5%	44.7	50	89.4	10.6%
	High Needs Students	15.0%	<=5%	30.0	50	60.1	17.3%
Preparation for CCR	% Taking Courses	81.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	72.7%	75%	48.4	50	96.9	37.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.9%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.5%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		86.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		81.5% 66.4%	75%	22.1	50	44.3	87.6% 51.0%
Arts Access		50.3%	60%	42.0	50	83.9	45.7%
Accountability Index				1119.3	1250	89.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	63.1	11.9	16.8	
Math Performance Index Gap	75.0	51.5	23.5	19.5	
Science Performance Index Gap	75.0	59.4	15.6	17.3	
Graduation Rate Gap	94.0%	95.5%	-1.5%	12.6%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.3
	High Needs Students	91.1
Math	All Students	95.3
	High Needs Students	91.1
Science	All Students	98.7
	High Needs Students	96.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)